

*Interviews “draw on the ground-covering directness of the serious journalist, the question-wording care of the opinion researcher, the detail-interest of the anthropologist, a few probing techniques of the psychiatrist, and some of the built-in measuring tools of the more formal social scientist.” Harold Isaacs 1958, **Scratches on Our Minds.***

**Designing Qualitative Research**  
**QUAL/ERSH 8410**  
**Fall 2006**

**Instructor:** Chris A. Joseph, PhD, CIP  
**Office:** Anthropology, Baldwin Hall 105 I  
**Email:** [cjoseph@uga.edu](mailto:cjoseph@uga.edu)  
**Office Hours:** Thursday 12:30-1:30 pm or by appointment  
**Class Time:** Thursdays 5:00-7:45 PM  
**Class Location:** Aderhold 418

**Course Readings**

- \* Seidman, Irving 2006. *Interviewing as Qualitative Research: A Guide for Researchers in Education and the Social Sciences*. Third Edition. Teachers College Press: New York.
- \* Denzin, Norman & Lincoln, Yvonna 2005. *The Sage Handbook of Qualitative Research*. Third Edition. Sage Publications: Thousand Oaks. (henceforth D/L)

**Course Description**

*Disciplinary origins and cross-disciplinary uses, variations, applications, and evaluations of methods of collecting qualitative data. Choice of methods in the overall construction of qualitative designs, practice in selecting and collecting qualitative data for educational research, and examination of naturalistic data in educational literature.*

**Course Objectives**

The objective of this course is to provide hands-on experience in qualitative research design and data collection so that:

1. Students can conceptualize appropriate research problems and design a qualitative research approach to examining such problems using observation, interviewing, document analysis, or other related methods. They can prepare a proposal for a qualitative project using the format of the UGA Institutional Review Board (IRB) application. They can identify the common qualitative data collection methods, specify how data are formulated into units, and discuss the advantages and disadvantages of different methods and formulations.
2. Students can reflect on the personal and conceptual presuppositions and assumptions that they bring to their proposed research project and compose a subjectivity statement to be reviewed by their peers. They can project the ethical issues and dilemmas that may be associated with various phases of their proposed research and discuss how they expect to

handle such challenges. They can identify their conceptual frameworks and connect such frameworks to scholarly theories and pedagogies.

3. Students can diagnose their skills in conducting high quality qualitative research interviews, in taking detailed field notes during observations in field placements, and in collecting and interpreting archival data. They can design and conduct a plan to improve their skills in these areas. They can select and assess different means for recording qualitative data: prerecorded, recorded (manual and automatic), and non-recorded (from human memory).
4. Students can apply the qualitative research skills they are developing in critically analyzing their own and others' proposals and completed studies. They can identify and apply the alternative standards used to assess qualitative research.
5. Students can work collaboratively in research group design and interpretation activities.

### Course Requirements

- **Prerequisite:** QUAL/ERSH 8400 is required – **No Exceptions.**
- **Attendance and participation** are required for this class. Any more than two unexcused absences will have a bearing of up to 20 points on the final grade. Class participation will include one individual 10-15 minute **presentation** based on selected readings.
- **IRB application:** Prepare the application and undertake the CITI Training.
- **Individual research project:** Undertake a project that includes the following components (i) a research proposal, (ii) an interview project, (iii) a participant observation project, and (iv) a final paper. See below for the point spread.

**All written assignments must be typed in Times New Roman, 12 points, double spaced and numbered. Please proof read carefully before submission.**

### Course Evaluations:

**Grades will be based on the following:**

<b>Class Participation</b>	<b>20</b>
<b>IRB Application</b>	<b>15</b>
<b>Research Proposal</b>	<b>15</b>
<b>Interview Project</b>	<b>15</b>
<b>Participant Observation</b>	<b>15</b>
<b>Final Paper</b>	<b>20</b>
<b>Total Points</b>	<b>100</b>

*The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.*

*All academic work must meet the standards contained in "A Culture of Honesty." All students are responsible for informing themselves about those standards before performing any academic work.*

## **Class Schedule for Fall 2006**

- Class 1 - 8/17:** **Topic:** Introductions & class overview  
**Assignment:** Complete online CITI Training before 9/14
- Class 2 - 8/24:** **Topic:** Overview of human participant protections and ethics  
**Read:** Seidman Ch. 5 (pgs. 57-75) & D/L Ch.7 (pg. 165-182)  
**Guest Speaker:** Kirsten Walters, Senior Human Subjects Specialist
- Class 3 - 8/31:** **Topic:** Interviews – do second interviews  
**Read:** Seidman Ch. 1, 2, & 3 (pgs. 1-39) & D/L Ch. 27 (pg. 695-728)  
**Assignment Due:** First draft of IRB application
- Class 4 - 9/7:** **Topic:** Interviews (continued)  
**Read:** Seidman Ch. 4, 6, 7 (pgs. 40-54, 78-140)  
**Assignment Due:** Main questions, probes & follow-ups for interview project
- Class 5 – 9/14:** **Topic:** Ethnography  
**Read:** D/L Ch. 44 (pg. 1099-1114), Ch. 4 (pg. 85-108) & Ch. 9 (pg. 217-243)  
**Assignment Due:** Final draft of IRB application and CITI Training Certificate
- Class 6 – 9/21:** **Topic:** Ethnography (continued)  
**Read:** D/L Ch. 30 (pg. 763-792) & Ch. 16 (pg. 411-442)  
**Guest Speaker:** Dr. Todd Crane, Anthropology
- Class 7 – 9/28:** **Topic:** Writing research proposals  
**Assignment:** Bring examples from funding agencies
- Class 8 – 10/5:** **Topic:** Observation  
**Read:** D/L Ch. 28 (pg. 729-746)  
**Assignment Due:** Research proposal
- Class 9 – 10/12:** **Topic:** Data analysis  
**Assignment:** Using HyperResearch, Aderhold 618
- Class 10 – 10/19:** **Topic:** Participant observation  
**Assignment Due:** Participant observation project

### **October 26, 2006 Fall Break**

- Class 11 – 11/2:** **Topic:** Online ethnography  
**Read:** Denzin/Lincoln Ch. 31 (pg. 793-820) & Internet Research guidelines at:  
<http://www.ovpr.uga.edu/hso/guidelines/13.html>
- Class 12 – 11/9:** **Topic:** Data analysis  
**Read:** Seidman Ch. 8 (pgs. 112-140)  
**Guest Speaker:** Milan Shrestha, Graduate student, Anthropology  
**Assignment Due:** Interview transcriptions
- Class 13 – 11/16:** **Topic:** Focus groups  
**Read:** D/L Ch. 35 (pg. 887-908)

### **November 23, 2006 Thanksgiving**

- Class 14 – 11/30:** Project presentations – **Attendance is mandatory**
- Class 15 – 12/5:** Project presentations & class evaluations – **Attendance is mandatory**  
**Assignment Due:** Final paper

## Assignment Description

<b>IRB Application – Due Date 9/14</b>
--

### **Parameters for Individual Research Projects:**

1. **NO MINORS:** The project cannot include minors or any other vulnerable populations, like pregnant women, prisoners, those who lack the capacity to consent, non-English speaking individuals, etc.
  - *Exception:* Projects conducted in established or commonly accepted educational settings, involving normal educational practices, such as: work on regular and special education instructional strategies, or work on the effectiveness of, or the comparison among instructional techniques, curricula, or classroom management methods.
2. **NO MORE THAN MINIMAL RISK:** "Minimal risk" is the probability and magnitude of harm that is normally encountered in the daily lives of healthy individuals. This precludes the study of any illegal activities or the collection of private information that could put the participants at risk through a breach of confidentiality.
3. **NO DECEPTION:** This project cannot include any deception. Individuals must be fully informed and given the opportunity to voluntarily consent to participation in writing.
4. **NO VIDEOTAPING:** Audio taping is allowed only if the recording is erased upon transcription or no later than the end of the semester.
5. **PUBLICATION:** If you intend to publish or use the data for thesis or dissertation purposes, your application will be reviewed by the IRB office. All others will be approved by the instructor.

### **Submission Materials:**

1. Completed and signed IRB application.
2. Consent forms – follow sample format:  
<http://www.ovpr.uga.edu/hso/guidelines/Sample.leic.doc>
3. Interview guide.
4. School authorization if applicable.
5. Any other relevant materials, e.g. recruitment flyers, demographic forms, etc.
6. CITI Training Certificate - see below for link to the online IRB training:  
<http://www.ovpr.uga.edu/hso/irb101.html>

<b>Research Proposal – Due Date 10/5</b>
--

### **Guidelines for Writing the Research Proposal (8-10 pages):**

Each proposal should include the following:

1. **Project Summary:** The summary of the proposed activity, no more than one page in length, should be a self-contained description of the research activity. The summary should be written in the third person and include a statement of objectives and methods to be employed. It must clearly address: (1) the intellectual merit of the proposed activity; and (2) the broader impacts resulting from the proposed activity.
2. **Project Description:** This should provide a clear statement of the work to be undertaken and must include: objectives of the proposed work and expected significance; relation to

longer-term goals; and relation to the present state of knowledge in the field, to work in progress by the PI and to work in progress elsewhere. It should include the broad design of activities to be undertaken, plans to include research participants and for data analysis.

3. Reference information is required. Follow accepted scholarly practices in providing citations for source materials relied upon.
4. A subjectivity statement that reflects on the personal and conceptual presuppositions and assumptions.

### **Participant Observation Project – Due Date 10/19**

Conduct an hour long observation session related to your research project. This observation should be included under procedures in the IRB application and approved. Take condensed field notes during the observation, type up and submit expanded field notes using “thick description” along with a short reflection on the process and an inventory of archival data (2-3 pages). Other pertinent materials that can be used for the in-class presentation of the observation results are artifacts, hand-drawn maps to orient readers to the observation site and photographs (taken with permission).

### **Interview Project – Due Dates 9/7, 11/9**

This project consists of the following:

- An interview guide (due 9/7), consisting of the main questions, probes and possible follow-ups, to be submitted with the IRB application.
- Two one-hour audio-taped interviews with adult participants.
- Interview transcriptions (due 11/9) to be submitted with a two page editorial note that includes your reflections on the process and an evaluation of your techniques (what worked, what did not, how you would do it next time, etc).

### **Final Paper – Due Date 12/5**

The final 15-20 page paper should be an overview of the research activities conducted over the semester including the following:

- A summary of the research project
- Description of the research participants and research context
- A summary of the research methods
- Preliminary research findings
- Future plans for data analysis
- Reflections on the research process

## Important Dates – Fall 2006

### **Assignment Due Dates**

**8/31:** First draft of IRB application

**9/7:** Main questions, probes & follow-ups for interview project

**9/14:** Final draft of IRB application and CITI Training Certificate

**10/5:** Research proposal

**10/19:** Participant observation project

**11/9:** Interview transcriptions

**12/5:** Final paper

### **Individual Presentation Dates**

See instructor to sign up for book chapters from D/L (approximately 4 students per session):

**9/7:** Individual Presentation – 1

**9/28:** Individual Presentation – 2

**10/5:** Individual Presentation – 3

**10/19:** Individual Presentation – 4

**11/16:** Individual Presentation – 5

### **Mandatory Attendance Dates**

**11/30**

**12/5**